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curricula, with the children from the relatively lower grades of occupations selecting the practical courses which point outward toward wage earning rather than upward toward higher education. He further discovers that the children whose fathers are engaged in professional occupations indicate a greater determination to complete their high-school course than the children of common laborers. Also, an analysis of the results of psychological tests given to the selected groups shows that many of the pupils withdrawing before graduation possess marked talent and ability. It is suggested in the monograph that it is most unfortunate that these children are not in some way caused to continue their education to the same point attained by children of less ability but of better economic and social standing.

One of Dr. Counts' conclusions reads as follows:

While the establishment of the free public high school marked an extraordinary educational advance it did not by any means equalize educational opportunity. . . . Education means leisure and leisure is an expensive luxury. In most cases this leisure must be guaranteed the individual by the family. Thus secondary education remains largely a matter for the family initiative and concern and reflects the inequalities of family means and ambition [p. 148].

This may be the practical situation which confronts secondary-school leaders, but our theory of secondary education outlines a contrary state of affairs. It would be interesting to discover whether such practical situations as revealed by this monograph can be changed to satisfy our present theory of free high-school education for all. It may be that we are attempting an impossible task. All of the evidence presented in the monograph indicates that the public high school is serving the occupational groups representative of the upper social strata of the four cities rather than all of the occupational groups. This fact is one of much significance, especially in view of the present questionings as to the aims, purposes, and needed extensions of the facilities for secondary education. The monograph tends to disprove the contention that the public high school of the city is reaching all classes and that the selective principle is no longer operative. It would be very instructive to have a similar study made of a typical group of the smaller towns and cities, with the end in view of discovering whether the public high school is as narrowly selective in such centers as in the four cities reported in this monograph.

The selection and organization of the material presented, the problems raised, and the careful scientific workmanship illustrated make the monograph valuable for courses in secondary education as well as informing and suggestive for administrators and others in the field of secondary education.

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Reconstructing the curriculum.—There have been a number of books written which outline the curriculum, which state in general its objectives, and which explain its contents in both the grades and high school. But we have not

been told in any of these publications specifically how a curriculum should be made. Moreover, the demand for such a publication has been felt keenly for a number of years. When the reconstruction of the curriculum in St. Louis was undertaken in 1912 the situation was faced of having to build from the ground up without any comprehensive or adequate guide, except such as could be constructed within the limited time and with the meager means at the disposal of this school system.

It was to meet the need first and primarily of Los Angeles in the building of a course of study and, second, to provide a basis for curricular reconstruction in any other city where the educational leaders possess the foresight and courage to undertake such a task that Professor Bobbitt has prepared a monograph¹ which marks a distinct era in educational reconstruction.

The point of view of the monograph is stated in one of the introductory paragraphs as follows:

The work which is now going on in Los Angeles in the re-examination of the course of study in junior and senior high schools presents a method of procedure. It is one which takes full account of the practical situation as it is. It attempts only to find the next possible and desirable steps of progress; to take those and to go no farther until conditions are ripe for going farther. Yet at the same time, the method looks to the fundamentals of the curriculum. It plows as deeply in preparation for the work as if it intended a rather complete reformulation of the curriculum without regard to the present situation. The major problem was thus how to provide for only the immediate "next steps of progress," and yet do it all on the basis of fundamentals. Experience with the method has proceeded far enough to demonstrate its value [p. 1].

The author strikes at the fundamental basis of education when he outlines the educational objectives under the following heads:

- I. Social Intercommunication, mainly language
- II. The Development and Maintenance of One's Physical Powers
- III. Unspecialized Practical Labors
- IV. The Labors of One's Calling
- V. The Activities of the Efficient Citizen
- VI. Activities Involved in One's General Social Relationships and Behavior
- VII. Leisure Occupations, Recreations, Amusements
- VIII. Development and Maintenance of One's Mental Efficiency
- IX. Religious Activities
- X. Parental Activities, the Upbringing of Children, the Maintenance of the Home Life [p. 7].

Moreover, he does not end with giving these main objectives of the curriculum, but does what no one hitherto has dared to attempt—and herein, to my way of thinking, lies his greatest contribution—presents a complete list

¹ FRANKLIN BOBBITT, *Curriculum-making in Los Angeles*. Supplementary Educational Monographs, No. 20. Chicago: Department of Education, University of Chicago, 1922. Pp. v+106. \$1.00.

of the specific objectives of education. Then he proceeds to interpret the subject-matter, method of procedure, and the activities of the school in terms of his outlined objectives. The definiteness and concreteness of this presentation do not permit those who accept them to include conventional subject-matter in the course of study unless it serves the purposes set forth, and no one can mistake the purposes.

The author has set a new standard in the reconstruction of educational procedure. No school system can justify itself in perpetuating its conventional junior and senior high school curricula or make a perfunctory revision of them and still maintain its educational standing with an example of such definite and effective procedure of curriculum-making available.

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High-school teaching.—Up to the present time the available literature dealing with problems of teaching in secondary schools has been limited to three or four outstanding volumes. To this body of material there has recently been added a new book¹ by Mr. Nutt, in which the selection and organization of subject-matter show some interesting variations from the other texts in this field.

The author defines his task broadly but explicitly. He maintains that the teaching situation involves a number of fundamental problems which, if confusion in thinking is to be avoided, must be specifically differentiated in their treatment. Consequently, he adopts the title "Principles of Teaching" in order to include as principles "the chief or leading things" which the teacher must keep in mind. Under this broad title there appear such specific subdivisions as method, devices, technique, motivation, etc. The author further defines his problem by emphasizing the fact that the high-school instructor should be primarily concerned with teaching *pupils* rather than *subject-matter* and that the various school subjects are simply the means by which the pupils are to be taught. In keeping with this position that the pupils are to receive the central emphasis, he accepts the logical conclusion that the fundamental basis of all principles of teaching must be the psychology of the pupils' responses. This view, which is really basic to the author's entire treatment, is clarified in the following quotation:

The emphasis in all teaching should be upon the learning process and not upon the subject. It is the function of the teacher to stimulate the mind of the learner to react effectively to subject-matter. When the learner fails in his efforts to master the subject-matter or fails to form the habits desired, it is the business of the teacher to determine the exact point or points at which the mental processes of the learner were in error, and to bring about correct mental procedure. In other words, then, it is

¹ HUBERT WILBUR NUTT, *Principles of Teaching High School Pupils*. New York: Century Co., 1922. Pp. xiv + 359.